

The Complete Guide To  
*A Successful*

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# HOMESCHOOLING

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*for the Beginner*



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# INTRODUCTION

Homeschooling is the term used to refer to home school education. It is an alternative that consists of unifying all educational areas in the family context outside of educational institutions, both public and private.

Homeschooling, without going to school, is a possibility that for some families becomes the best option. Children who are homeschooled following a homeschooling program do not go to school because their families, usually their parents, are in charge of providing them with the training that makes learning possible. This type of education is an ancient method used centuries ago, in a stage before modern schools, when knowledge was imparted generation after generation within the family.

Homeschooling implies that the family fully assumes the education of children, without delegating any of the functions inherent to this task to other institutions, and the family becomes the institution that transmits values and principles, which It deals with the affective and emotional development of the little ones, and it also assumes other functions in the transmission of the skills and knowledge necessary for the training and for the complete development of the minors.

of the little ones, and it also assumes other functions in the transmission of the skills and knowledge necessary for the training and for the complete development of the minors.

Even though most people in developed countries have received their education in the classrooms of some schools, it is perhaps surprising to know that there are some now who reject this way of learning. Is it possible that a mother, lacking pedagogical preparation, is still qualified to teach her children? Many argue that children educated with these methodologies will have a deficiency in socialization. Some people ask us how it is possible to always have our children with us, instead of enjoying their absence while they go to school.

The truth is that education is not about what is taught, but what is learned.

But since many obtain sustenance through the pedagogical profession, it has been thought for centuries that everything that is known must have been learned through formal education. However, those who teach their children at home have realized that they learn at all hours, at the same time systematically and sporadically, but in any case very efficiently. Furthermore, at home, children enjoy the individual attention of their parents, who do not need to advance or delay them according to the learning rhythm of any group, as in traditional school years. All parents who have common skills (walking and talking, for example) have already shared many of those skills with their children before sending them to school for the first time. Only through their example and assistance have they shared skills such as dressing, feeding, greeting others, and many other skills almost without realizing it. Why think that when they reach school age, parents suddenly lose the ability to share their knowledge with their children? The act of sending them to school takes them away from parental influence and gives the teacher responsible for their intellectual growth. In fact, children no longer respond as effectively to the example of parents, having other authorities (teachers) to consider.



# CHAPTER ONE

## *WHAT ARE THE REASONS FOR LEARNING AT HOME, INSTEAD OF SCHOOL?*

Perhaps at first, parents think about withdrawing their children from school when they encounter a problem. Possibly the child is late to develop and still needs individual help. The teacher cannot always be by her side, and therefore the little student is falling further and further behind in her learning until she falls behind the other schoolchildren and thus embarrassed and unmotivated. Or it may be that he is a very advanced child, already understands the subject, and sits idle while the teacher reviews the lesson with the others in the class. Meanwhile, bored as she is, she gets naughty and does something wrong. If I were more intellectually stimulated, I would find no reason for mischief.

Other reasons presented for consideration by those interested in teaching children may include: The opportunity to include a philosophy or belief system in conjunction with other studies; The desire to protect children from drugs, immorality, and even weapons that have appeared in some schools; A need, whether due to illness or allergy, to remove them from the group; Cases of always being on the road (military or missionaries) or engaged in some sport or other talent requiring a lot of focus throughout the year.

There is a more important reason than all the others. These are parents who love their children very much and want to share life with them, including their studies. If I taught them to walk, and they learned with me to talk, to say 'please' and 'thank you', and a thousand other abilities, what reason is there to send them away to learn to read and count? When I already possess such skills and can share them as well.

The purpose is not to compete with schools or to invent a new way of educating children. Instead, we want to return to the initial system when

parents had full responsibility for youth education. Those parents who are already dedicated to facilitating the physical, intellectual, and spiritual development of their children will have the best successes in this task, especially when learning to get rid of the school mentality and allow themselves to develop a more natural system.

For those parents who are used to getting rid of their children as soon as possible, sending them to kindergartens and nursery schools, it will be difficult for them to understand what this is about homeschooling. Just as in years past, when mothers were told to give boys bottled milk, in preference to the most natural food for babies, they were wrong. Now we know that not only health but also the affection and the spiritual connection between the mother and the child are affected by the decision regarding the way of feeding them. And so it is also more natural and healthy for children to learn at home and imitate their loved ones.



## CHAPTER TWO

### *WILL CHILDREN WHO LEARN AT HOME WITHOUT ATTENDING SCHOOL BE SOCIALIZED?*

Parents who take children out of school for homeschooling will have to face many questions about it. Friends and neighbors will think they are not qualified to teach children. To the relatives, it will seem strange, and perhaps the grandparents will complain that "the school served you; Why should you reject it for your children?" But what worries them most is the doubt that children will never learn to play with others or behave properly.

The truth is, social skills are learned from parents. If children are at school all day, they don't have much opportunity to imitate adults. They are always imitating other children, and it is really wondering when they manage to get a little social maturity. Instead, homeschooled children demonstrate amazing social sensitivity.

But for some authorities, the question regarding socialization has another meaning: How will they learn to be subject to the authorities? And how will they manage to confirm if they are not pressured by their peers? It is possible that this sense of socialization has more to do with socialism, and the answer may be: Our children will be individualized rather than socialized. They will know how to make decisions on their own instead of according to popular opinion. They will honor the properly constituted authorities, instead of becoming conformists. In reality, children are socialized in the family, and it is there that they learn to live in a society and to be responsible.





# CHAPTER THREE

## *CAN WE SHARE THE ENTHUSIASM TO LEARN?*

There are many parents who are no longer excited to learn. Having struggled for years in their school studies, always waiting for the day to finish such an endeavor, they finally managed to "complete" their studies and go out to start living. But then they realize that we will have to continue learning for life. However, now what we learn is about what interests us, what is useful to us. Perhaps we have had to learn to drive a car or locate the signals on the television. The mother learns a recipe to vary the food; the father is interested in some new political idea. You may be interested in developing a sports skill or learning something about health or the arts or anything else.

If we make a list of what we know, we will see that most of them were learned outside of school. And if we make another list of what we would like to learn, we will see that in many cases, we only have to ask questions, or read it in a book, or simply observe one who already knows how to do it. Wouldn't it be reasonable to allow our children to learn the same way? The truth is that by sharing our interests with them, they will have the opportunity to know the most optimal way of learning.

For example, let's say the mother is interested in French fashion. She works to review fashion magazines, always commenting on them, and her daughter notes that she can even subscribe to receive them at home. Now when the daughter starts to take an interest in folk singers, let's say she's going to find out if there are any magazines about it. You are already learning to do investigative work by simply observing the mother. When we continue learning and studying the things that interest us, our children will have an example of what is really important to them: Continuing learning is for life.



# CHAPTER FOUR

## *HOW DO CHILDREN LEARN?*

In the past, scientific researchers thought that everyone learns the language simply by listening and imitating the elderly. But it turns out that the thing is more complicated. Children do not begin to converse in complete sentences but at first use only nouns. When they can say a few words, we hear them add some verbs: "Look cat," "I want bread." Then little by little, they say the other words until they complete the sentences. This construction of the syntax in the child's vocabulary shows that the mind extracts the rules of use from the conversation. They should not be taught because the mind is dedicated to seeking design.

Children, just born, begin to look for the design of all things. They were born already motivated to learn everything, and without committing themselves, they learn the language, they learn to walk, to dress, to use the spoon, but they learn it in their own way of learning. "At all times they are doing research, explorations, tests, and examinations of everything they find, until the moment they find themselves captive at the school desk, forced to sit still and silent, to do only what is ordered, and to start and stop do it as required. These conditions are in opposition to intellectual development and learning, and what results are the failures, the disciplinary problems, the difficulties and the boredom that we usually find in schools." one

Neuroscientists tell us that the mind is active at all hours, even when we are asleep. So why are there schools where children must remain passive, generally listening, while the teacher is active? If the four-year-old has already learned the indications of gender and number in words and the conjugation design of verbs on her own, why should she be taught it again as if it were a dark and difficult thing?

According to scientists and psychologists, the brain has the nature of a computer that discovers and recognizes the designs or models of everything,

noting what is similar and what is different. For example, if one already knows the cat and meets a dog, one will notice that although it has four legs and a tail just like the cat, it also has a larger muzzle, a thicker tail, and a few more distinctions. That identifies it as something that is not a cat. And it can be seen that young children are very interested in the differences that exist between animals. Is it because they have a desire to exercise that same ability to notice the similarities and differences? The learning process can be defined as the act of "extracting a design that has meaning from confusion." one

What is necessary to extract the design of things, whether it be the design of cloth or carpet or grammar, mathematics, science, history, and everything else — what is necessary, then, is a good amount of it. In class, one finds very little of everything, only what the teacher can present to everyone together, just a leak. But outside the class, there is a lot of information and a variety of knowledge, a flood of ideas. From there, you can more easily know the design of things, precisely the most effective way in which the brain works.

According to scientific studies, the most important thing is the interaction with the environment. For example, if laboratory animals are placed in a cage with interactive tasks and toys, their brains are heavier and more capable than other caged animals without such enrichment. But it should be noted that when these cages were placed near the former so that the latter could observe the former playing, no growth was noted in their brains. Being able to only observe, without being able to interact with the environment, does not serve to increase knowledge.

When children are expected to learn, this point of interaction is important to consider. What interests you, what piques your curiosity, makes you think and ask, or look for the solution is what will help you — shall we say, feed your brain. If we want to have smart children, then "we should not force them to passively spend time observing and listening. But that is what happens in many cases: with television, in kindergartens, in public activities, and even at home. Who knows how much is lost from scholastic skills with this demanding passivity!"

There is a story from a famous experiment in which two twin kittens were placed in a circular pond that had previously been painted with vertical black and white stripes. One kitten was locked in a movable cage, while the other was allowed to walk anywhere. Although both held the same visual stimulus, the passive kitten who was unable to investigate on his own was blinded to

the vertical stripes while the other developed visual connections between each other and the stripes. Thus they concluded that "experience is what shapes the brain, but it is necessary to interact with the experience."

According to other studies, interaction with adults, and especially linguistic stimulation, is one of the most important advantages for mental development. "Parents are really participating in the development of their children's minds just in proportion to the time they spend interacting and communicating with them. Linguistic interaction really updates the tissues of the brain.

# CHAPTER FIVE

## *STARTING HOMESCHOOLING*

**D**o you have to be a teacher to make children learn? It is common that parents who intend to teach their children begin to do so in the way they studied, that is, in the form of school. Some parents set aside a piece for school, manage to get desks and blackboards, maps, and notebooks. Then they begin to locate some books or texts for the courses they plan to "teach" and to plan the school program.

The problem that will appear almost immediately is that they lack hours in the day to do everything. In general, the father has to work to earn a salary, so it is up to the mother to play the part of the teacher. And being a homeowner, you have to cook, clean, receive visitors, take care of preschool children, and all this is going to hinder "the classes". The "teacher" and the "student" are going to be discouraged with so many interruptions and wonder if it is worth doing.

There is another difficulty that comes after the novelty has passed. It is about how difficult it is for the child to find day and night with the mother who has become a teacher. A lesson is made of everything, and the son cannot "go home" because she lives in the "school" with the "teacher". So the child begins to resist the instruction of the parents, and they wonder how education became so difficult if before they started school at home, they were able to help the child learn so many things.

What is going on here? The parents had no difficulties when they helped the child learn to speak, to walk, to dress, to say "thank you" and "sorry". Why do you run into difficulties when it comes to learning to read or do arithmetic? Could it be that teachers have equipped themselves with skills that parents don't know? But the truth is that teachers who try to teach their children at home have the same difficulty. The reason is simple: Children need parents.

When parents become teachers, children seem to have stopped being parents and are alarmed. Those who do research studies have noted that teacher-student communications are quite different from parent-child conversations. One of the most salient differences they noticed between the children's conversations with their mothers and with their teachers was the absence of questions at school. According to the data, the children asked about twenty-six questions an hour to their mothers, compared to just two questions to their teachers. Also, the questions they asked at school were not so much curiosity and why questions but more common questions like where is the chalk? Conversations with teachers tended to come out as a series of questions they asked, organized in a way to find out about, and encourage the development of the child's faculties. But this approach seemed to stifle children's inquiries and spontaneous conversations with adults. The children simply did not ask curiosity questions at school.

Parents are trying to teach their children to have predetermined goals and are determined to compel children to comply. That purpose seems to be to compel them to develop in the way accepted and considered normal in society. But parents who are bent on cultivating children know how to facilitate their own efforts to learn, and their purpose will simply be to help them grow and develop to their full potential.

Some researchers noted that non-directive parents who accept the child's efforts to learn, whether verbal or non-verbal, manage to facilitate language development and acquisition. But in cases where the father maintains a highly active and leading role, that behavior has an interfering effect that delays the acquisition of new verbal skills.

Most parents understand that the toddler should not be taught to walk or talk, but simply expected to learn when he wants and is ready. After all, children acquire all the skills parents encourage them to develop as long as parents exemplify those skills. So the parents who are most successful in facilitating the education of their children are those who have forgotten what school is, who have not tried to "teach" but to cultivate and to be the father or mother of your son. In short, the child is motivated to learn from birth. We cannot add anything but interfere in the process. And so says psychologist Leslie Hart:

Imagine that my neighbor and I are standing in the garden in the winter. I tell him: "I have planted 50 tulip bulbs. What should I do to motivate them to grow in the spring?" Of course, the question is absurd. Tulips already have

what they need: Being well planted, some good soil, and the warmth that next season will bring them. I can "de-motivate" them by using a pile of dirt or boards were thrown on top, or too many chemicals. But the motivation to grow is already in the bulbs, along with all the instructions for building leaves and forming petals. So it is with humans. They can be prevented and discouraged from learning, or they can be encouraged and encouraged to learn, of course. But there is no reason or need to try to motivate them.

That beautiful! Our children are learning and developing like a tulip garden. We can feed their minds by answering their questions, and we can sprinkle their spirits by providing many instructive experiences. We do not know how they will do to build their "leaves and petals", but we can assure that they will be adequately equipped to survive in our society.





# CHAPTER SIX

## *ACQUIRING SKILL AND KNOWLEDGE*

**S**kill is a skill that is learned. For example, it is not necessary to learn to breathe, but we do have to learn to walk. The child begins to rehearse and finally takes small steps until he has mastered the process of walking. If one becomes seriously ill, it is possible to forget it and have to learn to walk again.

Most people learn to walk before the age of two without a teacher, only through the example of their parents or other family members and usually having a purpose, reaching to dad's shelf, or perhaps going out to the patio. What happens is that somehow the child learns to walk. It is not necessary to teach him anything about it, he learns by himself. Some children learn to walk at 8 months; others take up to 18 months. But in the absence of any disease that prevents it, almost everyone has learned it when celebrating their second birthday.

Suppose you decide to teach walking. They would be required to learn the name of each limb bone and other parts of the foot anatomy. It would be necessary to speak about the system of maintaining balance, balancing on one foot while moving the other. Then you have to rehearse the procedure of taking a step — not two or three, but one only—because that's how things are learned in school, in a systematic way. In this way, we would surely discover children who seem to be unable to walk, just as we have already found children that the school system has left with difficulties and unmotivated for reading or writing. But that is not the natural way to learn.



# CHAPTER SEVEN

## *PARENTS ARE THE BEST ROLE MODELS.*

The child learns what he wants to know. Parents have no problem facilitating the processes of dressing, using a fork, tying shoes, and, finally, a tremendous set of skills that the child has already acquired before going to school. And why do we think that you cannot learn to read in the same way?

The truth is that if we have patience, if we wait for him to be interested, and we strive to create opportunities that offer him the need to know, the child will learn everything he needs at every moment.

In addition, we must keep in mind that skill will be more important to one than another, depending on the focus of their talent or natural ability. The one who is going to be a writer will have to know the details of the grammar, but not the painter or the mechanic. The one who is going to be an astronomer will have to understand mathematics well, but perhaps it will not be of much importance to the poet.

It is also important that we, as parents, show the skill that we want to model for the child since the example and encouragement that we offer are the two most valuable tools for learning.

Let's not forget that no one learns to walk to receive a grade or to pass the other course. You learn to walk to get somewhere. In the same way, the child who realizes how interesting the stories in the books are will surely make an effort necessary to acquire reading skills. On the other hand, children who lack the experience of listening to stories read by their parents will find it difficult to become interested in reading even when the teacher is concerned with teaching them.

Knowledge. Knowledge is not learned by repetition. In the past, children had to recite the data they wanted to teach them. And what happened? When

completing the exam, everything was forgotten. The dynasties of Europe, the table of the chemical elements, the Latin verbs, the capitals of the countries (many of which have been changed since then) —all this information is not knowledge

Knowledge consists of data organized in a useful way, that is, not organized in a book or curriculum but organized about the understanding of the individual who wants to learn it. As we said at the beginning, the mind is dedicated to seeking design. If you understand the design of chemistry or geography, it will not be important to memorize it all to know it. And let's see that each person is going to have it organized in a different way. For example, in school, perhaps we learned that Afghanistan was located near India, but in reality, little was known about it. Now, after the attack on the Twin Towers, everyone knows a lot of facts about this country. At the moment of meaning, knowledge is acquired effortlessly.

Parents who want to help their children acquire knowledge just take advantage of the opportunities that life presents them. If granny is going to have surgery to correct her eyesight, there is an opportunity to talk about optics, the anatomy of the eye, and the profession of a surgeon. Did the girl cut her finger? Opportunity to make a diagram of the blood circulation or read something about first aid. Did they find a spider in the yard? We go to the library to look for the name. This form of knowledge is never forgotten.

The brain is not simply a bottle waiting to be filled. Nor is it like an all-absorbing sponge. It is a very complicated organ that helps us differentiate between what is important and what is not. But if we let teachers make these decisions, we have already looked down on it. Soon the child will not have the ability to learn correctly, looking for the design that has meaning for him. Therefore, it is important that parents not only protect their children from this form of education but also that they do not incorporate them themselves in their efforts to educate them.

Summarizing then, how do you ensure that children acquire a basic skill? First, you need to determine if you are ready to learn it. Maturity is needed, perhaps some experience, and sometimes other prior skills. Second, the model is needed, especially from the parents. Third, some reason is needed: because it is useful. It interests you because it can help you in some way. Fourth, the child must possess an aptitude for such a skill. Just as some will never be able to play a musical instrument, others will not be able to understand algebra.

And how do you get the children to acquire enough knowledge? First, the most important thing is to answer the questions. When children are asking questions, it is precisely when they are learning. Second, the information has to be relevant related to your experience. Third, it is necessary to provide reference tools, be it maps, dictionaries, and encyclopedias, for example. The text that the father used in college can help the son to find answers to her questions.

Think of it like this: A wall is being built. Each brick is a fact, and the cement is the experience that unites and supports the entire wall. This type of education is invaluable and will not be missed when summer arrives. It is the education of the wise, of the leaders, of those who know and know that they know it.



# CHAPTER EIGHT

## *HOW TO CREATE HOMESCHOOL SCHEDULE*

**S**tarting to homeschool can be nerve-racking. It is for most everyone. Your brain is on overdrive with all the information you have gathered about homeschool curriculums and all those choices. Homeschool schedules and lesson plans, what to teach, how to teach, what if I don't know the subject, where do I find homeschool resources, and which are the best for us? After a while, you will feel like you need a break from it, and that's okay; you probably should take a little downtime.

Early on, many new homeschoolers feel more comfortable with formal structure and schedule for each of their days. However, most homeschool parents usually evolve into a less rigid methodology as they become more confident with their lesson plans and their teaching ability and style. As you gain confidence and become less rigid in your approach and schedule, you'll find that flexibility is a crucial element of your homeschool schedule. Unexpected developments will always crop up during the day, so the quicker you can gain confidence and become more flexible, the less stressful you will find your day.

Remember, even with the abundance of homeschooling information that is readily available to you, the absolute best resource you have available is you and your creativity! Don't get sideways when things don't go according to the plan. One of the most significant advantages of homeschooling is the fact that you are in control of the scheduling, and you can approve any changes to your homeschool schedule.

Be yourself, encourage, and love your kids; don't worry about always doing everything 'the right way.' Always expect to learn something new! And emphasize having fun!

## WHY YOU NEED ONE?

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A homeschool schedule is significant to bring order and discipline to your home and to establish an environment in which to promote the educational experience. Further, your children need to know what to expect day today, and a formal schedule helps them to organize themselves and to take being taught at home seriously. Also, other household members need to be advised of the hours you will be teaching so they do not disturb you or plan activities at home, which might interfere with the educational process.

Notwithstanding the critical need for order and discipline, another critical reason for having a homeschool schedule is to make sure you are following your state requirements that children be in school for a minimum number of hours each day and to be able to prove, if you are requested to do so, that you have complied with state education requirements. Thus, you need to know what your state requirements are for parents who teach their children at home.

In establishing your schedule, be sure to plan for lunch and keep in mind that field trips are a recognized part of instruction. It should be stated by including the time spent on the trip, its location, and the purpose of the trip. The trip should be related to a course and, hopefully, a specific topic of the course. Also, if, for some reason, you do not hold a class for a day, you should state the reason why classes were not held. It is up to you what form to use - whether electronic or paper.

If electronic, be sure to have a sound backup system (preferably away from your home). And if paper, be sure to have a good storage cabinet (fireproof one).

## HOW TO CREATE A HOMESCHOOLING LESSON PLAN?

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Parents sometimes get stressed while trying to create a worthwhile lesson plan for their homeschooled children. It is not necessary to get stressed. You can research online or buy a package course about homeschooled curriculums. However, the best thing about homeschooling is the freedom to choose what your child will learn and when they will learn it. You know your child best, so you should be the one who knows how the lesson plan should be.

The first thing you should do is check out if the state where you live in allows you to set the lesson plan that you see fit your child or school. Why? Because some states require homeschooling parents to follow a public school system lesson plan. If the state gives you the freedom to create the lesson plan, it is even better.

You can examine some online homeschooling programs before choosing one that fits you and your child best. Mostly, those programs are proven to be a good help for homeschooling. The program consists of books, learning, and teaching aids, and better, it provides a detailed outline of what you can do. Most of the available programs can be done either on a computer or offline. So, it doesn't require you to stay online during the learning sessions. However, web-based homeschooling is exciting.

When it comes to schedule, you have the flexibility to set the timing. It doesn't have to apply the one used in regular school. It's homeschooling, and it should be comfortable for both you and the child. You don't have to wake up early to start studying. However, you still have to teach discipline to your child. Remember that.

While planning the lesson, you'd better have an idea of the subject that you will be teaching for the week. It is essential, regarding the report you should make on the progress of your child's education.

In the lesson plan, make sure that you involve outdoor activity. It is a beautiful way of teaching. Not to mention that it helps you avoid monotony. Plan to go to some parks where you can teach your child about plants--to bridges--especially those with a history behind them--or to libraries to let them explore all the books available inside. It will be more interesting if you can take him to the police or fire station. This can help you explain about job opportunities. Even better, he can see for himself.

These outdoor activities can offer a variety of experiences that you simply cannot teach at home. And that will surely enrich your child's knowledge. The community in which you live, whether it is small or large, has an endless supply of educational opportunities for the homeschooler. And you'd better use it wisely.

There's no substitute for your child's own experience. That is why homeschooling has a considerable advantage. Your child won't be just sitting in the classroom. He will experience the learning process himself.



# STEPS TO PLANNING A HOMESCHOOL SCHEDULE THAT WILL WORK FOR YOU

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The biggest thing to keep in mind is, another family's schedule will not work for you. You must build your own. What works for James will not work for you? Trust yourself. You know what you and your students need more than anyone else. Here are five simple steps that will help you write your schedule.

## 1. Choose the curriculum

The first step to planning your homeschool schedule is finding the curriculum. The three main subjects are language (English), math, and reading. You may want to add history, science, and art. Study your state's laws for the requirements in your state.

Choose curriculum programs that continue each year building on the year before, and each year laid out in the same format. This will help a great deal if you are teaching multiple grade levels. Choose programs that you understand how to teach. A good reading program includes phonics; a good language program includes grammar and writing. A good math program builds the skills step by step. Avoid extra busywork that looks "cute" or "fun" that does not fit in with the program you are using.

## 2. Year's goal and plan

The next step is to define your year's goals for each student. Goals may include finishing the grade, mastering times tables, raise reading levels, etc. The years' overview is crucial, so you know where you are going and how you are progressing toward your goal.

Make a yearly plan for each student. For a homeschooler, the yearly plan maybe something like this; complete fifth-grade reading text and workbook, finish level 3 math and half of level 4, complete level 4 spelling, science 5, memorize times tables, complete level 5 language arts text and workbook.

Make a list of every text and workbook for each student. Read through your teacher manuals and see what workbooks, activity sheets, drills, quizzes, or extra practice books are included in the program. Make sure you list everything.

### 3. Monthly plan

Now that you know what you want to accomplish this year, you can break it down into months. For each student, divide each subject into nine parts to determine how much, which chapters, pages, or units you need to complete in each month. Keep in mind the students' abilities. Will they be able to complete two language chapters of 12 lessons plus review, quiz, and tests in one month? Consult your teacher manual to see how long each chapter is designed to take.

For multiple grade levels, group chapters or units that teach the same concepts in the same month. For example, do nouns units for each grade in October, Verbs units in November. Use the indexes of the books to group the units that are teaching the same concepts. With this monthly plan, you have the basic structure for your school year.

### 4. Weekly and daily plan

Before you begin to break it down into weeks and days, consider reality. Don't plan more than the students can reasonably accomplish. Your first schedule is only a rough draft. It will change. Keep that in mind. The next step is to decide how many and what days of the week you will be teaching homeschool. A good strategy is to plan lessons for four days and Friday for the lessons that may not have been completed as scheduled and as an extra activity or teacher prep day.

Which hours and time of the day will you teach; morning, afternoon, or both. Plan to start as early in the morning as possible, comfortably. You want everyone to be able to get up, dressed, combed, and fed and to school on time without an undue amount of stress. 8:00 a.m. to 12 noon is an achievable goal.

Think about everything you want to do. If your allotted amount of school time is not enough, consider dropping less essential things, or switching them every other day. Make sure you have plenty of time to cover the essential skills. Plan break and snack, and meals. Food and exercise are vital parts of your success.

A good start for your daily schedule is to allow one hour for each of math, reading, and language. Scheduling fifteen to thirty minutes each for spelling, handwriting, or whatever other subjects you plan to cover. Plan about 30

minutes for opening exercises such as date, calendar, prayer, singing, or whatever you choose to do to open your homeschool.

Using your monthly plan, divide each month's work into roughly four parts. Some months have more than four weeks. Leave the extra days for "bumper space." some things will take longer than initially planned. In your teacher's plan book, plan the first week. A good start is to divide the day into hours. All students do math at the same hour, the language at the same hour, and reading at the same hour, and journal, spelling, handwriting, etc. at the same hour. Plan only the first week. Set aside a time each week for teacher prep for the next week. Write down which lessons, student text and workbook pages, activity sheets, drills, etc. you will do each day. Have everything you will need, including manipulatives, handouts, new reading books, and teacher manuals with places marked in your designated teacher prep area.

#### 5. Try it out and revise

As you go through the first week of school, make notes of what subjects need more time, which need less. Perhaps one student needs more time in one subject and less in another while another student completed them all efficiently. Write down what worked and what didn't. At the end of the week, plan your next week with the necessary changes, but be as consistent as possible.

Plan only one week at a time, so you don't have to rewrite the whole year if you need to revise the schedule. Plan each week from where you got to the week before, but be sure to finish each month's goal on time. By following these simple planning steps, you will have a successful homeschool year because you will have a structure that is flexible enough actually to work.

# CHAPTER NINE

## *REGARDING THE "CURRICULUM"*

It can be said that one of the first questions parents ask when considering the possibility of homeschooling is: What are we going to use as texts or curriculum? It is as if we asked what minibus we are going to take without first deciding the desired destination. Facing responsibility for the education of our children is a great challenge for many. One may feel inadequate for the task, and shopping for the books seems almost fun. But let us first examine other considerations.

Some decide to educate their children, perhaps by feeling some divine call. Many, noticing the results of public education, decide to do it on their own. In the end, it doesn't matter. It is a duty to educate children, and many think that if they could find the best school, or now the best program, or that they are the best texts ... everything would be fine! For parents just beginning to take on duty, or for children recently dropped out of school, it may be better to continue studies with the curriculum for a while, slowly switching to more natural study.

The use of texts is not necessary. Parents should not be afraid to divest themselves of texts that are designed for professional use in schools after all. If we have already decided that formal education is inadequate, not normal, or necessary, why imitate it? So let's go back to the natural way of learning, the way that shapes the design of the mind, the way of learning for infants and toddlers — without the "benefit" of the formal curriculum.

The mind is designed for self-learning. If children learn to speak, to walk, to dress and to feed themselves, having the skill of one who turns five without more than the model and encouragement of their parents, will they not continue, as Hart says, "probing, exploring, examining, investigating, testing "to make sense of your world? until or unless "they are held captive at a school desk, forced to listen and be still, forced to do as they are told, and to

begin and end everything as ordered." Hart concludes: "These are brain-antagonistic conditions and under them learning stops dead in its tracks."

There is another problem included in the curriculum route, and that is that once the money has been spent, one is forced to concern himself with making the most of his investment. So we worry about completing the book and covering all the subjects, leaving up to think that they forget what they are not interested in, that we overlook the opportunities to learn what is most relevant to their experience because they still have to prepare for a test.... And so we enslave ourselves again in a system designed by people who never knew our children nor can anticipate what will be most important to them in life, the life that our children will choose for themselves.

The best education. What are we going to use then? Visit the library. Buy books that are interesting to your child. The texts of her own education can serve as reference books when looking for answers to the questions that are presented. The encyclopedia and now the computer are very useful tools, and especially a good dictionary. In the effort to answer the children's questions, one is amazed at how little we remember our years at school.

The best education is simply to answer the questions and help them find the answers. Furthermore, parents can create more opportunities for questions. For example, when reading stories about explorers, they will come up with questions about geography or science. Visiting the museum will bring up questions regarding history — and perhaps another trip to the library. And in relation to work, when washing chainring, for example, there will be opportunities to talk about the properties of soap, water, and other aspects of physics.

This way of learning is effective, efficient, and almost effortless. Parents guide their children, not missing an opportunity to help them satisfy their curiosity (without going overboard until they get bored, of course). The results will be readily apparent. The child will show amazing progress and will easily outperform her previous peers. The child who has questions already has a reason to learn - her curiosity. He will never forget what he wants to know. So ask yourself a few questions before worrying about buying a resume.

We are wondering. What is the goal we are aiming for in the education of our child? If it is a diploma, it is enough to pass the year-end exams. If we want to provide a higher education than usual, why not trust that magnificent brain that was born already motivated to learn? Is there a better plan than the

current "educational reform"? Yes, the method used by all ages of loving parents guides their children. What curriculum did the parents of celebrities such as Abraham Lincoln, Thomas Edison, Leonardo da Vinci, Moses, and many other characters who have advanced our society use? Read their biographies — these and many others learned at home. They were self-taught who thought for themselves. And what's the worst that can happen if I don't use textbooks and just get busy answering my children's questions? Well, some days, the beds may not be made because there are so many questions. And the best thing that could happen is that we are going to get to know wonderful people, our children. And we as parents will receive a better education by striving to help them.

And if you still want to make educated purchases, here is a list. These things are not required, and you may already have several of them. It's also not meant to be a complete list, but it will give you ideas, and it's to get you started:

- Encyclopedia game (maybe second hand)
- Microscope, or at least a magnifying glass
- Maps: neighborhood or city, country, and world
- Guide books regarding birds, flowers, minerals, etc.
- A world globe
- Telescope, star maps, and constellations
- Machine for listening to music and book recordings
- Garden tools, seeds for planting
- Music instruments, even a flute or guitar
- Music books and songbooks
- Computer
- Internet connection
- Compass, ruler, calculator
- Some puzzle games for math, chess, playing cards, Monopoly
- Subscription to scientific or literary magazines for children
- Chemical or Physics Experiment Sets
- Paints, pencils for drawing and painting
- Materials for making art and crafts
- Pets, pets (even a little fish)
- Building games, Legos, etc.
- Tools: hammer, pliers, nails, wood, etc.

- Cookware
- Baking machine
- A spoiled vehicle or other devices (TV, radio, iron) to take apart
- A place in the country ...

# CHAPTER TEN

## *THIS IS HOW YOU LEARN TO READ*

In our society, reading is essential. If our children have a solid foundation in language skills, and especially in reading and writing, we can feel assured that they will possess everything they need to learn the rest they must know to survive in our society. That's because reading and writing are communication skills, along with speaking and listening. And it is through communication that we can gain knowledge. Of course, speaking and writing are also important communication skills, although, in schools, they are not given so much importance now, perhaps because the child usually learns them earlier and more naturally.

Children learn to speak because: 1) they listen to other people who are speaking to them, and 2) they want to communicate something to others. Research has shown that children learn to read when: 1) they have been read to, and 2) they have free access to materials that they really want to read. In a report of research done in the United States regarding learning, it is said that "The best way for parents to help their children become better readers is by reading to them... Parents can encourage children to read in various ways. Some lectures informally by writing letters and words on signs and packaging. Others use more specific tools; such as exercise books. But the children whose parents have just read to them, once.





# CHAPTER ELEVEN

## *DEVELOPING LANGUAGE SKILLS*

There are several reasons to explain why it provides the best help in gaining reading skills, the simple act of reading to your child. First, it helps build vocabulary. The child learns the meaning of the words by listening to them in context. It is important to talk about what has been read, and this further clarifies the meaning. If encouraged to do so, children will be quick to ask questions about unfamiliar words.

A second reason is that by reading the stories, the child has the opportunity to develop syntax, that is, the construction of sentences. If you listen to English speakers, you will notice that they are entangled in the grammatical order of the sentences. They say "I like your red dress" when they mean "I like your red dress." English has another syntax. The easiest way to learn the syntax of any language is to listen to it and use it continuously.

Children who have been read also perceive the pleasure to be found in books and therefore, will be motivated to read them for themselves. The correct pronunciation, meaning, and use of punctuation marks (indicating the expression), the different styles used in reading mom, and dad are all clearer by reading aloud.



# CHAPTER TWELVE

## *WORD GAMES*

**C**hildren will like games and rhymes that help them understand how words are constructed. For example, the little boy would like to know words that begin with the same sound as his name: Carlos = face, thing, cradle. Marta = brand, table, measure, cute, doll. Or perhaps you would like to start with a word like "cat" and change the first sound like this: duck, while. Or "wool": nanny, healthy, gray, corduroy. If you don't read yet, it doesn't matter since this is about sounds only, so as not to complicate it. Going forward, you can propose more complicated games. For example, selecting a set of compasses to notice how they sound in the ear. These games lend themselves to entertainment while traveling or waiting for some reason. If the child wants to eat, and the mother needs to finish making the food, a word game can be suggested to entertain and help her learn.

# CHAPTER THIRTEEN

## *LEARNING THE KEY*

**A**t some point, the child will transition to visual words. Alphabetical cubes made of wood are easy for small hands and attractive. He can be helped to build a cube train, explaining that "A" is the locomotive. If you sit on the floor and help him put the cubes in alphabetical order, the child will think they are playing. And so it is, singing the alphabet song will learn the letters. You will soon be able to put them all in order without help, although you still need to know them individually. You are learning to alphabetize, a skill that will come in handy when searching for names in the phone book or words in the dictionary.

Another game for when you are bored, let's say in a meeting, you can paint all the letters "o," or all the words that end in "ía" such as día, mía, tía in a brochure or newspaper by hand. And finally, starting with the easiest sounds of p, l, m, t, you are helped to make small words with the cubes until you gradually learn the sounds of all the letters. If you have enough cubes, you can build whole sentences that are easier to read than the small letters in the book.



# CHAPTER FOURTEEN

## *READY TO READ*

John Holt, one of the early advocates of homeschooling, wrote in his magazine that "most children, finding interesting material to read, would be able to figure out the process on their own — even if it. We would teach nothing, and only explain what the words said when they asked us." 2 And I have verified this in my own experience, provided that the child is ready to read.

How can you tell if the child is ready? If it is from a reading family, if they do a regular reading for the children, it is very likely that the child will start the process on their own. A son accompanying his mom in the car, asks him, "Mom, what does BUS mean?"

She replies, "You know the sound B. makes."

"Bh," he says.

"Can you say the B and the U together and then add the S?"

BUS, Bh-uh-ss. I already know it. It's BUS!

Of course, he has read the signs for months — all that he knows of, at least. You know the sign that says "Pizza" and can distinguish the COPEC brand from the Shell brand, the ones you have memorized. He is looking at the designs and interpreting the symbols, and he will be fed up with both in the fine art of reading.

# CHAPTER FIFTEEN

## *THE GRAMMAR OF READING*

**W**hen starting to read, the child will find words that do not conform to the rules, or that are difficult to pronounce or have other characteristics that hinder him. It is best to let her search for the rules through experience. Noticing the pronunciation of the words "now" and "there", the child perceives that the letter H has no sound. However, when you encounter CH, you may need an explanation. Another problem is the G, which sometimes sounds like J (people) and other times with a louder voice (cat). If a rule is given, the child will memorize it but loses the opportunity to discover it on her own. In fact, it will be easier for you to remember if she discovered it. It is better to support you with explanations to your questions than to solve everything before you have a chance to discover the interesting grammar designs. If you don't remember the spelling rules, is it possible that you didn't understand them? It is enough to help him form a "family" of similar words: cookie, hat, worm, twin, sunflower, gypsy, glove, guard, guanaco, war, cherry, guitar.

If the child has difficulty with the longer words, it is easy to show them how to break them down into short words: it-is-it-at-the-time. A teacher who specializes in reading says, "If people had to know everything about two-stroke or four-stroke engines, gear ratio, carburetor function, rotary force, and so on before they could learn to drive the car, some of us would totally fail to try. Much, too, of what is reviewed in grammar and composition classes in primary and middle schools would be better avoided altogether when you start reading. It has to be made simple."



# CHAPTER SIXTEEN

## *READING COMPREHENSION*

Of course, there are things we need to know before driving a vehicle, and when you start reading, you only need to learn the basics of it. It is important to expect children to read-only for their own benefit. That is, they read because they want to do it because they want to know the content of what is read. Indeed, when children are required to do reading exercises, reading entire pages of uninteresting subjects for the purpose of practicing reading, the effect is to reduce comprehension. Read the captions and captions, or the fun little stories in the newspaper, or just the prize information on the cereal boxes - these are worth it! The child insists on understanding what he really wants to know. On the other hand, when you have to read heavy texts, it results in turning off the mind and denying understanding. Unable to follow the content, he soon loses the meaning of what it is about, loses the context of the words, becomes frustrated and can develop lifelong habits of inattention, so that even when he really wants to understand what he reads, he cannot.

Younger readers need books with lots of illustrations and drawings. Because they lack more experience, they must depend on drawing as a context to decipher the meaning of the many unknown words. At the point of being able to read better, they can be encouraged to choose between classic books. It will be natural for the child to choose such books if her parents have read them and appreciate them. Classical authors wrote for all ages, and children must surely choose their parents' books to read. Then they will choose reading according to their interests.

# CHAPTER SEVENTEEN

## *THE REPETITION*

What we sometimes forget is that children feel the need to read the same story over and over again. They return to their favorite books because it is the best way to "program" their minds by reviewing the increasingly known material until each detail is analyzed, finally classified, understood. By savoring a well-constructed phrase, deciphering a strange spelling, or meditating on the newly known new meaning of a familiar word, they gradually accumulate much information that would have been lost if only new and unfamiliar material had been presented to them. The famous President Abraham Lincoln owned only three or four books during much of his youth and yet was known as a literary character. His great knowledge can be attributed to his thorough familiarity with those books, which in no case were the easiest to read. By the way, he can also be counted among those who were homeschooled.

# CHAPTER EIGHTEEN

## *WRITING AND GRAMMAR*

**W**hen a baby learns to speak, he is learning skills that will eventually come in handy in the writing process. Little children learn the language first by listening to other people's conversations, and they listen more closely when the conversation is with them. From these conversations, children extract grammatical rules and then the ability to communicate with others. Parents who care about speaking correctly at home are laying a solid foundation for their children.

Models for the way of speaking. When the mother speaks to the infant, the baby listens and watches her closely. It is not for the sheer pleasure of hearing her voice. Research shows that a little boy a few days old actually mimics his mother's facial expressions. As she grows older, she begins to imitate the sounds she makes. Therefore, babies who hear Portuguese make Portuguese sounds; the Japanese make the sounds of their parents' language — long before learning identifiable words.

Later, the baby moves his parents by enunciating his first little words. But these are not just any words. Almost all the first words are nouns: dad, cat, bread. When the little boy begins to use two-word phrases, most of them are made up of a noun and a verb: "Look dad", "Give me bread", "Cat, come".

The baby extracts the important words in each sentence from the conversation of his parents because the mind is "programmed" to distinguish designs, the similar and the different. So when you listen to your mother talk about a cookie or two cookies, you are not only learning some math (quantity), but you are also learning grammar (plurals): when you add an "s" it means that there is more than one cookie.

The child also learns from conversations with family members how to use the articles. Notice that words ending in "o" use the masculine article. But since he doesn't know the design exceptions yet, he usually makes mistakes,

such as "the hand". Instead of correcting your mistakes, we could praise your efforts by acknowledging that you have discovered a grammatical design that works in most cases. As the child hears the words used correctly, she will learn the basic rules of grammar; perhaps not the terms, but yes, the use.

Reading and writing. As soon as the child is able to stay seated, if not sooner, he will begin to enjoy the picture books, if he has the opportunity to do so in the company of his parents. At this young age, it is no use hearing the story simply read. You need to interact. The mother can indicate some detail of the drawing and pronounce the name: "See the bunny?" And then, "Where's the bunny?" waiting for the child to see it and perhaps point it at him. "I see his ear. Do you see it? Can you find the carrot that the bunny wants?" This way of using the storybook provides a model or design for the conversation. Your mind can capture and absorb information and also the process. Later, when you are two or three years old and are already trying to use complete but still simple sentences, you will be interested to hear the story read to which the illustrations refer. You will be ready to grasp the most complex parts of language design, including vocabulary and intonation.

It cannot be overemphasized how important this form of communication is between parents and children. Actually, it is essential for his mental development, while it forms the foundation for his literary advances. Parents who have interactive conversations with their children from an early age, and continue to do so during the time of their development, will see the results not only in their reasoning ability but also in the development of their vocabulary, their attention to the topics covered and your reading skills. The news recently highlighted the results of an investigation into serious reading deficiencies in school children. The article included the following comment:

As student performance on reading tests increases, the degree of communication with parents grows, which reinforces that the more communication, the better results. one

The literary composition. Now comes the time when the child could tell the repeated tale of the bunny (or any favorite) in his own words. You can also be encouraged to tell your own stories or simply describe what you are doing. If the mother encourages her, and she herself writes the story using the words chosen by him, it will be of greater motivation. Some write their children's stories in little books created for it, leaving space for the child to add their own illustrations.

A nursery will probably try to write your name first, and it will be enough

if you use it to print. When you begin to read simple words, you may be encouraged to write them in a notebook, adding your own drawings, or cutting out illustrations from advertising magazines. Graph paper will help you size the various letters, and you can buy or create posters with cursive letters to help you remember them—no need to rush this. Your child will write as best he can, but the day will come when it will be important for him to communicate through writing, and at that time, he will be motivated to make an effort to write correctly.

Looking for opportunities to write. Some of the children turn out to be ready and excited to write, while others avoid it for a long time. But the day will come for all when writing skills will be a necessity. If your child does not like to use paper and pen, why not suggest the typewriter or the computer if they have one? By playing with a machine, you can get the inspiration you need.

Children may be encouraged to keep a life journal. It is also good for children to learn to write letters of gratitude, for example, to grandparents for the gifts they have sent them. Notes taped to the refrigerator, hidden love letters where they will discover (and perhaps answer), cards for birthdays and Christmas; all are occasions that we have found to stimulate this skill in a logical and desirable way instead of forced and structured. The child can help us make a shopping list, or perhaps he could write a letter to the newspaper about some news that impresses or moves him.

One should not lose sight of the true purpose — communication — when it comes to helping children develop style and clarity in their writing. To communicate, you need to have something to say, and also the need to say it.

Spelling rules. Spanish has very few rules, compared to English or other languages; therefore, it will be a temptation to insist that the child have to memorize them. But understanding why the rules will be much more helpful to you. So we will talk once more about the design of things, in this case, the design of Spanish. If the child misspelled, it is suggested that he find other words to make a family of words that use the same system. For example, if he writes a grave word without its tilde, the rule is repeated, but adding the suggestion to search for several other words that have a tilde in the penultimate, to give him experience with the rule. Words with unspoken letters are difficult to spell. But if the child can make a collection: glove, handsome, thread, hole (the g's and h's are not pronounced), you will notice how the design works. Many make mistakes with homonyms, forgetting to

tell them apart. You can show the child and explain the difference between fact and echo, alone and only, months and months, through a conversation about it, or you can make a game of looking for similar examples with the help of the dictionary.

Some children may be interested in the etymology or the linguistic origin of the words. This study provides them with information on where and when the different word families originated. For example, you can notice the influence of the Moors on the words orange and carrot. It is clear that if you take advantage of learning a second language, it will help you become familiar with your own language.

Better understand than memorize. Like all regulations in life, it is easier to apply grammatical rules if they are understood. Punctuation is used to indicate the intonation of what is written. Without intonation, it doesn't make sense, which can be demonstrated by reading a paragraph aloud without changing your voice. Pronounce the word well that they found difficult to spell. For example, many (including the local newspaper) speak of "fireworks" when they mean fireworks. Vendors at the fair have been heard crying, "Zanadorias, caserita," actually referring to the carrots they are selling. In fact, the child will have problems if he tries to write it as he heard it. You only need to show him the word on the carrot packaging to see the difference and what is right.

When an older child has written something, it is good to suggest that he correct it himself. You will already know how to look up the words in the dictionary, and it is less cumbersome than having it marked and corrected by someone else. Sometimes my children would ask me to read their "literary works" for approval. I would tell them the number of errors I had found and let them look for them by themselves, and almost always, they would find them all. If children are reading good posts, they will be used to correct grammar and mistakes will be fairly apparent to them if they take the time to notice. Another way to attract attention to the matter is to promise them a coin for every mistake they find on their own in the newspaper (or a prize for the one they find the most). In any case, the most important thing is to use good language at home.

We must not forget that the purpose of all this is the best communication. With this goal reached, there is no reason to make the process difficult or tedious. We must remember that children also find out things and come to understand them on their own, and many times before, we have even worried

about it.



# CHAPTER NINETEEN

## *10 TIPS TO MOTIVATE WITH EDUCATION FROM HOME IN TIMES OF PANDEMIC*

**S**et schedules - first of the recommendations of the experts in initial education, and perhaps the most important is to set schedules for each of the tasks of the day. We all need a routine that motivates us and makes our confinement more bearable, thus preventing the days from passing in vain.

It is important to agree with your children an hour to get up, to do homework, attend virtual classes, enjoy free time, and do other types of activities. These schedules will be different from the usual ones, but it is key to maintain the routines as much as possible, adapting the times as best suits them in this new situation.

### **CREATE A STUDY SPACE!**

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Children need their own space to do their homework and study. At school, they usually have their desk or table, but if they still did not have a well-equipped desk at home, now is the time to make your own space with them!

Choose a place in the house where they can be quiet, with natural light and enough space. A good table and comfortable chair are paramount. They will also need to have school supplies on hand, avoiding toys and other distractions, which should be kept out of their reach while concentrating on their homework.

### **SCHEDULE THE SCREENS**

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So much so that we have spoken negatively about the use of screens, and now they are the salvation of many to continue with education at home. If you are lucky that your child is following the classes via video conference, limit the use of the screens for these moments that are essential.

Outside of that time, children do not need to spend more time glued to the computer, tablet, or mobile. For this reason, it is also important to establish a schedule of use for these electronic devices, avoiding abuse and giving them other leisure alternatives that are equally entertaining.

## TAKE TIME TO REVIEW CONTENT WITH THEM.

From a distance, teachers can provide sufficient support to each of their students. Many are also tutoring through video conferences, but in these difficult times, parents play a very important role in education.

Therefore, it is important to spend daily time reviewing content with your children, checking that they have understood the lesson of the day, and helping them to solve possible doubts. Just take a look at your books and try to explain the theory, doing a few practice exercises as a game. This instance can be turned into a fun moment for the whole family.

## ENCOURAGE READING

Not everything has to be school textbooks during this quarantine. Now is the time for children to spend their free time reading their favorite books, so why not do it as a family?

Take advantage of the last hour of the day, or a long time during the weekend, to do a family reading session. Together in the living room or bed, everyone together can choose a book to read quietly. At the end of the session, ask your children to explain what the book's story is about, or read their favorite book to them before going to sleep. Take advantage of these spaces to harvest family memories.

### Artistic activities

Artistic activities can be a great way to escape in these moments of confinement and also a very good tool to connect with emotions.

Painting, dancing, or learning to play an instrument, can become very good

levels of learning. Try to make these tasks also part of your children's daily activities.

## DOMESTIC ACTIVITIES CAN ALSO BE PART OF LEARNING.

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Although it is not a subject taught in schools, taking advantage of the confinement at home, children of any age can begin to learn and enjoy housework. If you put it as a game for them, this learning will be very useful, and they will surely love to be part of the responsibilities of the home.

Learning to cook, clean, vacuum, put a load of laundry in the washing machine, serve the table, or take care of little siblings and pets can be very educational and entertaining for children. These tasks can be relaxing and help alleviate the stress that many children are going through at this stage.

## PROMOTE NUTRITIONAL EDUCATION

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Homeschooling can be the perfect time for the little ones around the house to learn more about nutrition. Currently, it is a subject that occurs in many schools, but in addition to the theory that is in the books, at home, it can be put into practice in a more pleasant way.

Learning as a family the importance of a balanced diet, which foods are healthier, how to keep your body healthy, and learn to cook new dishes are some opportunities that can be explored during isolation. In addition, it can be very entertaining to do a tasting to discover how good those dishes have been cooked.

## TALK ABOUT EMOTIONS

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One aspect that is becoming very important in these days of homeschooling is to keep children informed of what is really happening and to talk about how they feel about everything that goes through the pandemic. They must also be aware of this historical moment we are going through, and both their opinion and their feelings are important so that they do not suffer

any negative repercussions.

It is key to establish spaces to review the news and invite them to express themselves. The emotional restraint family is really important these days.

## THAT LEISURE BE PART OF ALL DAYS.

Many of us continue to telecommute with a pace and workload similar to the usual. For this reason, experts recommend that parents also relax from time to time. Spending leisure time as a family is important, even indoors.

Establish short breaks from work to be with your children, and take your well-deserved free time, leaving aside the rest of the obligations to enjoy a movie, board games, do a karaoke competition, or just talk to your children at the end of the day.